GENERAL EDUCATION REQUIREMENTS

Overview of New General Education Requirements for Students Entering Beginning Fall 2010

Beginning in fall 2010, all new students will be required to fulfill a new set of guidelines for general education requirements that were approved by the UCSC Academic Senate in 2009. Continuing students and transfer students may opt to change to the new requirements or fulfill the previous general education requirements. See *Catalog Rights* for more information. Contact your college adviser if you have questions.

The general education requirements are meant to accomplish several goals:

* Provide students with a base of knowledge and skills that future learning can build on.

* Expose students to a broad range of disciplines and methodologies, to better prepare them for a world of complex problems and rapid changes.

* Enhance the abilities of students to approach problems in appropriately analytical ways.

* Prepare students to function as responsible and informed participants in civic life, considering pressing societal issues (such as the environment, the economy) productively and from a variety of perspectives.

Each area has a general education code associated with it, and only those courses carrying that code satisfy the requirement. The codes appear in the course descriptions in the *General Catalog* online and in the "GenEd Requirement" box on the MyUCSC Class Search page. Students entering using the new general education requirements should review the requirements for their proposed or declared major(s) to establish if some of their general education requirements will be fulfilled by completing their major. As a general rule, each course satisfies only one of the new general education requirements.

Quick Reference to New General Education Requirements, Fall 2010

The result of a three-year reform effort, UCSC's general education requirements will be very different beginning Fall 2010. This page provides information about the new general education requirements. There are 10 categories of general education requirements, plus the Disciplinary Communication requirement. Specific information regarding how general education requirements fit into bachelor's degree requirements can be found in the *UCSC General Catalog*.

CC   **Cross-Cultural Analysis.** (one 5-credit course or equivalent) Courses in Cross-Cultural Analysis prepare students for a world with increased interaction and integration among peoples, companies, and governments. These courses encourage a broader and deeper understanding of cultures and societies outside the United States. Such courses might focus on an in-depth examination of one culture, or one aspect of such culture (for example, art, music, history, language). Alternatively, these courses help students develop skills of cross-cultural comparison and analysis. A third option is courses that explore topics that are inherently cross-cultural such as international relations or the processes of economic globalization. Whatever the approach, these courses all aim to help students develop the openness and sensitivity necessary for cross-cultural understanding.

ER   **Ethnicity and Race.** (one 5-credit course or equivalent) Courses in Ethnicity and Race prepare students for a state and a world which are increasingly multi-ethnic and multi-racial. Beyond familiarizing students with the culture and/or history of one or more ethnic or racial groups, these courses also aim to develop theoretical and practical understanding of questions such as (but not limited to): how categories of ethnicity and race are constructed; the role they can play in identity formation; how ethnicity and race have historically been used to justify forms of enforced inequality; and the contributions of people of various ethnicities to society and to political change. These courses are particularly concerned with how ethnicity and race may intersect with other categories, such as gender, class, or sexual orientation, to shape self-understanding and patterns of human interaction.

IM   **Interpreting Arts and Media.** (one 5-credit course or equivalent) Interpreting Arts and Media courses explore the complex ways in which information of all kinds is represented by visual, auditory, or kinesthetic means, or through performance. These courses build in-depth understanding of one or more forms of artistic media: that is, media in which non-textual materials play primary roles. They offer skills in the practice, analysis, interpretation and/or history of one or more of these media, as well as the ability to analyze the means by which they encode and convey information.

MF   **Mathematical and Formal Reasoning.** (one 5-credit course or equivalent) In a world in which much thinking and discourse is directed by emotion and association, formal or mathematical models teach the value of dispassionate analysis. Mathematical and Formal Reasoning courses emphasize the development of mathematical, logical, and/or formal reasoning skills. Mathematics-based courses that satisfy this requirement are focused on teaching significant problem-solving skills, and are often oriented towards particular application areas. Other courses that satisfy this requirement train students in formal reasoning skills and/or in the construction and use of formal models. Formal reasoning domains include mathematical proof, logic, and applied logic. Some examples of formal models are: computer programming languages, generative grammars (from linguistics), supply and demand models, and formal music theory.

SI   **Scientific Inquiry.** (one 5-credit course or equivalent) Courses in Scientific Inquiry teach students about the essential role of observation, hypothesis, experimentation and measurement in the physical, social, life, or technological sciences. In these courses, students acquire key concepts, facts, and theories relevant to the scientific method. By the end of the course students should be able to articulate an understanding of the value of scientific thinking in relation to issues of societal importance.

SR   **Statistical Reasoning.** (one 5-credit course or equivalent) In today's globalized, media-saturated information society, we are continually presented with–or asked to present–numerical data. Statistical Reasoning courses prepare students to interpret quantitative claims and make judgments in situations of statistical uncertainty. The goal of Statistical Reasoning courses is to teach skills for effective reasoning about probability and the use of quantitative information. Students acquire an understanding of making informed decisions in the presence of uncertainty. Topics addressed in Statistical Reasoning courses include ways of (mis)representing data; correlation vs. causation; statistical inferences; experimental design and data analysis; understanding orders of magnitude.

Quick Reference to New General Education Requirements, Fall 2010

TA   **Textual Analysis and Interpretation.** (one 5-credit course or equivalent) Even in our current multi-media world, the written word remains a major vehicle of communication. Many fields, from literature and history to law, government, and religion, depend heavily upon the understanding and interpretation of written documents. Textual Analysis and Interpretation courses have as their primary methodology the interpretation or analysis of texts. The aim of these courses is to develop higher-order reading skills and to train students how to read attentively, to think critically and analytically, to produce and evaluate interpretations, to assess evidence, and to deploy it effectively in their own work. These abilities are not only necessary for academic success, but also for full participation in civic life at every level.

Perspectives (one 5-credit course or equivalent from any of the three following categories)**:**

PE-E
PE-H
PE-T

Perspectives: Environmental Awareness. The interactions between people and the earth's environments are subtle, complex, and influenced by a variety of natural, scientific, economic, cultural, and political factors. Courses satisfying the Environmental Awareness requirement teach students about the complexity of particular ecosystems and/or people's interactions with nature so that they will better understand the environmental issues and trade-offs that are likely to arise in their lifetimes.

Perpectives: Human Behavior. Courses in Human Behavior help students to prepare for a world in which many of the most pressing challenges (such as genocide, environmental degradation, poverty) are impacted by human thoughts, decisions, or practices. As well, they provide a kind of "owner's manual" for students to assist them in understanding themselves, their roles (for example, parent, partner, leader), and their social groups (family, workplace, neighborhood, nation).

Perspectives: Technology and Society. The study of technology helps satisfy the need of society for knowledgeable people able to understand, participate, and guide the rapid technological advances that play such a vital role in our world. Technology and Society courses focus on understanding technological advances, how they are developed, and their impacts on society.

Practice (one minimum 2-credit course from any of the three following categories)**:**

PR-E
PR-C
PR-S

Practice: Collaborative Endeavor. Students learn and practice strategies and techniques for working effectively in pairs or larger groups to produce a finished product. For example, students might learn specialized practical information such as how to use change-management software to monitor and manage changes initiated by multiple group members. Alternatively, they might learn basic information about leadership, teamwork, and group functioning, which they can incorporate into their own group process. What is common to all courses is that some instruction regarding the process of collaboration is provided, in addition to instruction specific to the academic discipline and the products being produced.

Practice: Creative Process. Creative Process courses teach creative process and techniques in a context of individual or collaborative participation in the arts, including creative writing. Courses may combine theory and experiment in the creation of a new artwork, or new interpretation(s) of an existing artwork. Creative Process courses include studies in individual or group creativity or improvisation, and/or ensemble rehearsal and performance.

Practice: Service Learning. Service Learning courses provide students with an opportunity to integrate their academic coursework with community involvement. Such courses provide supervised learning experiences where students reflect on, communicate, and integrate principles and theories from the classroom in real-world settings. Students gain valuable practical skills while giving back to the community.

C1
C2   **Composition.** Composition requirements (C1 and C2). (two 5-credit courses or equivalent) C1 and C2 typically are fulfilled by your college core course and Writing 2, *Rhetoric and Inquiry*. Students must complete the Entry Level Writing Requirement to satisfy the composition requirements.

DC   **Disciplinary Communication (DC) requirement.** The goal of this requirement is to ensure that students acquire the skills in writing and other forms of communication appropriate for their discipline. Students satisfy the DC requirement by completing 1-3 upper-division courses required for their major, totaling a minimum of 5 credits. The DC requirement is automatically fulfilled by the completion of major requirements.